UTAH CTE SKILL CERTIFICATE PROGRAM

ARCHITECTURAL DRAFTING

STUDENT PERFORMANCE EVALUATION

TEST #544

Student Name: _____

The performance evaluation is a required component of the Skill Certification process. Each student **must be evaluated** on the required performance standards. Performance standards may be completed and **evaluated anytime during the course**.

- Students should be aware of their progress throughout the course, so that they can concentrate on the objectives that need improvement.
- Students should be encouraged to repeat the objectives until they have performed at a minimum of a number 1 or 2 on the rating scale (moderately to highly competent level).
  - 1= highly competent — Successfully demonstrated without supervision
  - 2= moderately competent — Successfully demonstrated with limited supervision
  - 3= limited competence — Demonstrated with close supervision
  - 4= not competent — Demonstration requires direct instruction and supervision
- When a standard has been achieved at a minimum of 80% (moderately to highly competent level). "Y" (Y=YES) is recorded on the last line of that standard, on the performance evaluation sheet. If a student does not achieve a 1 or a 2 (moderately to highly competent level), then "N" (N=NO) is recorded on the last line of that standard.
- All performance standards MUST be completed and evaluated prior to the written test.
- The **teacher** will bubble in "A" on the answer sheet for item #81 for students who have achieved "Y" on **ALL** performance standards.
- The **teacher** will bubble in "B" on the answer sheet for item #81 for students who have **ONE or more "N's"** on the performance standards.
- The signed performance evaluation sheet(s) **MUST** be kept in the teachers' file for two years.
- A copy is also kept on file with the school's ATE Skill Certification testing coordinator for two years.

Students who achieve a 1 or a 2 (moderately to highly competent) on ALL performance standards and 80% on the written test will be issued an ATE Skill Certificate.

151303-01 The student will be able to understand architectural design fundamentals.	**1**	**2**	**3**	**4**
Identify the historical influences that helped shape today's home designs.				
Recognize and describe the elements of contemporary dwellings.				
Discuss current trends in architecture.				
List family needs that should be considered when planning a dwelling.				

151303-02 The student will be able to understand and apply architectural room planning for the sleeping, living, and service areas.	**1**	**2**	**3**	**4**
Discuss factors that are important in the design of bedrooms, bathrooms, and closets. Apply those design elements to sketches and drawings				
Discuss factors that are important in the design of living rooms, entryways, foyers, porches, and courts. Apply those design elements to sketches and drawings				
Discuss factors that are important in the design of kitchens, clothes care centers, and garages. Apply those design elements to sketches and drawings				
Discuss home construction costs using the cost per square foot. Discuss cost per type of construction, affordability, and the cost of amenities.				
Discuss accessibility requirements and the cost impact.				

151303-03 The student will be able to understand how to design a residential floor plan.	**1**	**2**	**3**	**4**
List the information required on a typical floor plan.				
Represent typical materials using standard architectural symbols.				
Design and draw (to scale) a residential floor plan using the accepted symbols and techniques.				
Draw the dimensions of a floor plan in a clear and precise manner which complies with architectural standards.				
Recognize the difference between a good and poor drawing of a floor plan.				
Discuss accessibility requirements for good functional utility.				

151303-04 The student will be able to understand how to analyze, calculate, and design footings and foundations.	**1**	**2**	**3**	**4**
List the major considerations when designing a footing for a residential foundation.				
Describe the procedure for staking out a house location.				
Analyze a typical floor plan to determine the appropriate foundation.				
Discuss the design considerations for wood, concrete, and masonry foundation walls.				
Calculate the load to be supported by a beam.				
Discuss different design requirements for basements, crawl spaces, or slabs on grade construction.				

151303-05 The student will be able to understand how to layout exterior and interior elevations and millwork details.	**1**	**2**	**3**	**4**
List features that should be included on an exterior elevation.				
Identify the dimensions commonly shown on elevations.				
Illustrate symbols that are often found on elevations.				
Draw a typical exterior elevation which demonstrates proper techniques.				
Draw millwork elevations and special details for kitchen cabinets, bathroom cabinets, and linen, wardrobe, and utility closets and cabinets				
Draw details for special built-ins.				
Use proper architectural call-outs.				

151303-06 The student will be able to understand how to layout wall construction.	1	2	3	4
Name the components of a typical frame wall.				
Explain the methods of frame wall construction.				
Interpret the information shown on a ceiling joist span data chart and trusses.				
Draw a typical wall section and full cross sections.				

151303-07 The student will be able to understand how to layout plot plans.	1	2	3	4
Draw a plot plan or site plan for a residence.				
Show grade elevations against the home, the contours of the lot, and corners of the lot for drainage away from the home.				
Show water, power, gas, and sewer lines and/or septic tank, and the drainage field where appropriate.				
Show walks, driveways, patios, and other onsite improvements.				
Show the relationship of the finished floor elevation of the home and the finished grade around the home.				

151303-08 The student will be able to understand how to layout stair details.	1	2	3	4
Draw interior and exterior stair details appropriate to those found in your home.				
Stair details should comply with applicable building codes.				
Show hand rails, guards rails, and other safety features.				
Use and label correct materials in stair details.				

151303-09 The student will be able to understand how to layout fireplace details.	1	2	3	4
Draw fireplace details, including vertical and horizontal cross sections through the fire box and full vertical cross sections through the chimney.				
Fireplace details should meet seismic requirements for its locale.				
Draw the full front elevation of the fireplace.				
Discuss other alternative fireplace or stove type heating.				

151303-10 The student will be able to understand how to layout electrical plans	1	2	3	4
Draw electric plans for all floors of your architectural design to comply with National Electrical Code (NEC).				
Use correct architectural and national electrical code symbols.				
Show the correct location of smoke detectors in the dwelling as per code.				

151303-11 The student will be able to understand how to complete a door, window, and finishing schedules.	1	2	3	4
Draw a window schedule that would include window size, make, material, and type of glazing.				
Draw a door schedule that would include door size, style, type of lockset, special features, and jamb size.				
Draw a finish schedule that would include different types of wall and ceiling finishes, types of floor coverings, special wainscot wall finishes, etc.				

151303-12 The student will be able to write specifications and description of materials for a set of residential plans.	1	2	3	4
Prepare a specification index utilizing standard CSI 16-division format.				
Prepare an outline specification utilizing the 3-part section format.				
Write a complete specification sector using the imperative language format.				

The instructor must retain a copy of this Student Performance Evaluation for two years after the student has left the program.

Instructor Signature: _____ Date: _____

Student Signature: _____ Date : _____

School _____